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ABSTRACT

This compilation of ideas for promoting school library media centers and for increasing the public's awareness of their multi-media educational resources could be adapted to various types of libraries as well as to classroom use. Included are: (1) public relations suggestions, (2) bulletin board, display, and poster instructions, (3) lesson plans, (4) contests, games, puzzles, and slogan ideas, (5) sources of free materials, and (6) directions for borrowing a planning kit. Information is provided for initiation and organization of a local School Library Media Center Day similar in concept to the one proclaimed by the Governor of Pennsylvania for May 5, 1976. (STS)

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MEDIA CENTER DAY

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MAY 5, 1976

A MATERIALS RESOURCE FILE

IR004350

PREPARED BY THE

PENNSYLVANIA SCHOOL LIBRARIANS ASSOCIATION

COMMUNICATIONS COMMITTEE

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Pennsylvania School Librarians Association

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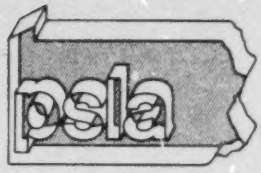

Pennsylvania School Librarians Association

INTRODUCTION

School Library Media Center Day has been designated to spotlight School Library Media Centers and their valuable educational programs for students in Pennsylvania. Its purpose is to let people know what school librarians are doing in perspective of the past, present, and future. It is an opportunity to invite the public, including legislators and other elected officials, community leaders, parents, future teachers, and college students, to see how your valuable learning resources are utilized by students and teachers.

It is a consciousness-raising event to show how effective programs are an integral part of the total school environment, as daily activities transcend classroom confines and textbook limitations by using multi-media materials to promote interdisciplinary approaches to learning. With current trends toward independent study and individualization of instruction, provision for knowledge building and knowledge extending thrust of SLMC's can emerge as a prime factor in self-directed exploration.

This day provides an excellent opportunity to show SLMC's focus on melting cultural, educational and personal needs of each individual child in an exciting atmosphere of learning.

Visitors will soon agree that today's libraries are not the traditional books alone. They are a place where every user can grow intellectually, emotionally and personally throughout her/his lifetime by the purposeful, directed use of all types of library materials.

TERI DOW

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PROCLAMATION

The modern school library media center exists as a vital and integral part of the educational process for all children and adolescents in Pennsylvania's schools. The schools in the Commonwealth of Pennsylvania exist to provide quality education for all students regardless of their abilities, interests, needs, goals, or socio-economic backgrounds. To further the quality of education in the schools, school library media centers must provide learners and their teachers with appropriate media and learning opportunities that will meet the educational, informational, and recreational needs of all users.

The concept of the modern school library media center evolved over the centuries from a collection of books as found in the first school library which was established in 1744 in the Penn Charter School to the concept of the school library media center as a learning laboratory where students encounter ideas through print and non-print media and where students are challenged through media to think creatively and logically.

The modern school library media center is an essential component of the educational process and requires that the school librarian be a teacher who understands the needs of the learner and who responds to these needs by working with individuals, small groups, and classes and who works with teachers and administrators as a member of the educational team. The school librarian must provide the leadership for school library media program and curriculum design and development, must provide service to all students and teachers, must bring creativity to the school library media program, must be committed to the worth of the individual in order to make education humane and personal, and must bring a love of learning to inspire all students to want to learn.

Since the modern school library media center is an important part of the educational process, and since the school librarians of the Commonwealth of Pennsylvania have dedicated themselves to work for quality school library media programs for all students through the Pennsylvania School Librarians Association and other professional organizations, I hereby do proclaim Wednesday, May 5, 1976, as "School Library Media Center Day" in all of the schools in the Commonwealth of Pennsylvania.

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NEWS RELEASES - TELEVISION, RADIO, NEWSPAPERS, PROFESSIONAL JOURNALS, ETC.

The following are ideas for releasing information about SLMC Day to the public:

1. If there is more than one school building in your district, coordinate SLMC Day publicity. For example, have an article and picture of each Center run in the local newspaper on consecutive days, or talk with the editor about the possibility of combining an article and lots of pictures on one page devoted entirely to SLMC Day. If your school district has a PR person, such publicity must be channeled through that office. Make your arrangements EARLY.

2. Record some of your library's SLMC Day's activities. Use photographs, slides, movies, or video tape. Use these materials throughout the year at PTA meetings, during American Education Week, at year-end activities (Do you remember?), etc.

3. Interest TV and Radio stations in doing a special on school libraries. Get a spokesperson on a talk show, for example, Joyce Scholl on Mike Levine. (Have librarians lined up to call in.)

4. Honor commentators for promoting libraries and get them interested in including school libraries in their columns or on their programs.

5. Investigate personal contacts among media people. Does the child of a newsman, TV personality, etc. attend your school?

A sample news release is included on the following page. Shorten, lengthen, or adapt to your specific situation, then submit it at least two weeks in advance to newspaper editors' desks with the appropriate date noted at the top.

To: Editor's Desk

From: Librarian's Name and Position
School Name and Address
School Phone Number

RE: School Library Media Center Day

Date:

Article:

Governor Milton Shapp has declared May 5, as School Library Media Center Day, for annual celebration of the existence and quality of the libraries and media centers in today's elementary and high schools. The day was established by the Pennsylvania School Librarians Association to spotlight school libraries and media centers and their valuable educational programs in Pennsylvania. This is in an effort to inform the public about the role of school librarians in the total school environment of today as daily activities in School Library Media Centers transcend classroom confines and textbook limitations by using multimedia materials to promote interdisciplinary approaches to learning.

On this special day, visitors are encouraged to observe their children's library where they will find a place for intellectual, emotional and personal growth in an exciting atmosphere of learning.

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Pennsylvania School Librarians Association

PUBLIC RELATIONS IDEAS

IDEAS:

1. Ask Pennsylvania local authors or illustrators to write or draw something about books, libraries, etc.

2. Set up a booth or display table at your local shopping center, store or mall. Use it to tell "the Library Story." Possible suggestions:
   A. Display materials and equipment from the library/media centers.
   B. Use a slide/tape show of the library program.
   C. Specialize: demonstrate how the School Library Media Centers serve a particular segment of the educational community - teachers, handicapped, a subject area such as math, shop, etc.
   D. Include pictures of your library in action.
   E. Have blown-up balloons with slogans (see page 27 on mottos and slogans.)
   F. Have freebies and handouts if possible (see pages 28 - 32 for free materials and sources)

3. Hold an Open House for the community. Send invitations or flyers home with students and make notice of the occasion in the local newspaper or radio. Instead of a "show and tell" format, establish this as a "see and do" opportunity.

   Set up a number of centers and displays where parents and other interested adults can watch, listen, touch, manipulate, and learn from the equipment and materials used by the Library/Media Center clientele.

   Use students as guides and/or demonstrators and set up a refreshment center.

4. Use SLMC Day as a beginning date for an extended activity. Start something such as a reading club, a photography contest, a community resource file, a series of crafts demonstrations, movie morning, on The Day.

5. Tie in SLMC Day with the Bicentennial. Start a "Sons and Daughters of Liberty" reading program. Read 13 books in 13 weeks. Intersperse with related multi-media activities.

6. Be the featured speaker at a service club or fraternal organization.

7. Hold a combination Book Fair/Learning Festival in your school for several days with books, records, posters, games, puzzles, educational kits (like crafts, science models, etc.). Use parents for helpers.

   There are a lot of benefits to be derived from this activity ... Publicity, high student interest, an opportunity to establish closer relations with parents, and petty cash for the library.

8. Utilize PTA, PTO, or Home-School Association meetings either before or after SLMC Day. If the meeting comes before The Day, take the opportunity to:
   A. Invite parents to your Open House.
   B. Speak briefly about the library and its program.
   C. Give a book talk - using print and non-print media.
   D. Use students in a short but entertaining skit about the library.
   E. Have a display of Center materials.
   F. Have the meeting in the Library.
   G. Etc.

   If the meeting date of the organization is after SLMC Day, take the opportunity to:
   A. Show slides or video tape of some of the activities which took place in the library on SLMC Day.
   B. Display snapshots of the same, making sure to identify the students who appear in the pictures.
   C. Any of those mentioned for meetings held before SLMC Day.

9. By exhibits, recordings of books, book talks, annotated bibliographies, visits, reading classes, puppet shows, word games, or class dramatizations, show visitors or groups how the library motivates and guides individual reading. Include storytelling or reading aloud by older students for lower grades.

10. For Open House, select subjects of wide current interest that can be demonstrated simultaneously on several sound-filmstrip machines. Have students explain to visitors how the subject ties in with a unit of study or personal interest and development. Surround the area with related books and other media.

11. Do you have a file of community people who are resources for information? Have one of the people at an Open House answer questions in his/her field of expertise. (One school has teacher hobbyists meet with student buffs in the media center to discuss such hobbies as coins, photography, chess, jazz, and macrame. The librarian has appropriate related books, pictures, and recordings as a follow-up to be examined by teachers and students.)

12. One school sets aside Open House Day for grandparents only and each student brings a grandparent to the media center. For elementary grades, organize a storytelling workshop for parents at a later date. Recruit them at this time. Prepare special lists for reading aloud, too.

13. Flood the school in advance with posters—run a contest for such posters. If there is a library handbook, have it ready for distribution to visitors. Add a colorful cover.

14. Have ongoing activities throughout the day with students demonstrating and explaining to visitors. If you normally have classes in the library, program them on that day, too, for visitors to see the variety of experiences. One lesson of interest would be showing students how to browse and select material. Arrange your equipment and plan activities for visitor participation in the most attractive, accessible setting. Show how students and teachers depend on your services. Emphasize the disciplinary approach to learning and the provision for independent study - or other main goals of the school. Distribute annotated bibliographies that will appeal to the visitors and help them to understand your services.

15. Have students record interviews with visitors. Have specific questions prepared to get their reaction to what they have observed that day. Ask their opinion of plans you have for the future. Play back the tapes. Select pertinent remarks recorded by other visitors which they may want to hear.

16. Have taped book discussions by students for visitors to hear. Surround the area with copies of books mentioned and related bibliographies.

17. Illustrate the use of cassettes or single concept films for students who have missed lessons or wish to pursue a personal interest.

18. Run a videotape of a faculty workshop where the library media specialist is the leader. Have a live demonstration of students videotaping a storytelling session or any project that shows an activity, for example, a student committee discussing and evaluating materials selected for a unit.

19. Make mobiles geared to books and the library. Hang these from the ceiling in the library. They are really neat.

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BULLETIN BOARD, DISPLAY AND POSTER IDEAS

IDEAS:

1. Get the art department, talented teachers or students to design displays that point up to the activities and/or collections of the library/media center. Limit yourself to one theme or catchy caption.

2. Place a ladder in your library. Arrange media on steps and on top. Hang on a sign such as, "Get high on libraries," or "Step up to fun and learning."

3. Tie helium filled balloons to different media around the room. Label balloons with a marking pen with a catchy slogan or "S L M C Day."

4. Have a book circus: make a tent and various circus animals from construction paper; then place titles of books, authors, characters or classification numbers on the animals. (A merry-go-round can also be used with this idea.)

5. Make simple mobiles using dress hangers. Colorful pictures, written statements about the story, names of titles and authors may be used from one book or mixed and matched by category or subject on a single mobile. Several mobiles hung around the room are very attractive.

6. Make an attractive and interesting library corner to draw students to materials. To do this, try some of the following: have flowers on the table; display book covers; put up pictures of characters and scenes with interesting captions; or make a display of books by a favorite author.

7. To show the "world of books," use a large map of the world or an outline of a country without fine details. Place books concerning the country on the map on the appropriate area; use tags on toothpicks; or place strings between the books or materials and the country on the map.

8. Make a road of books. Using wrapping or construction paper, draw a path and decorate both sides with pictures or titles of materials. At the end of the path, draw a house with a door which, when opened, reads "Door to more reading."

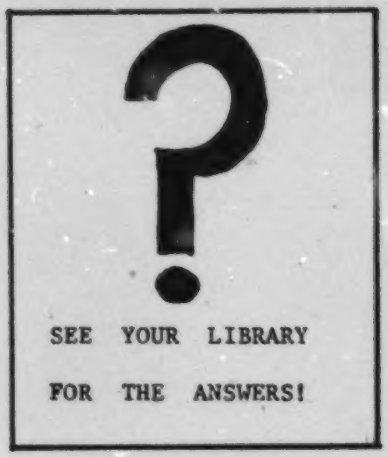
9. Let students design and display bookmarks.

10. Set up special exhibits of materials such as stamp books with a student's collection; materials on dogs; a featured country; etc.

11. Plan a two or three generation display with books from parents' or grandparents' libraries along with new ones; or used collected antique magazines and books to illustrate the new techniques of today's printing.

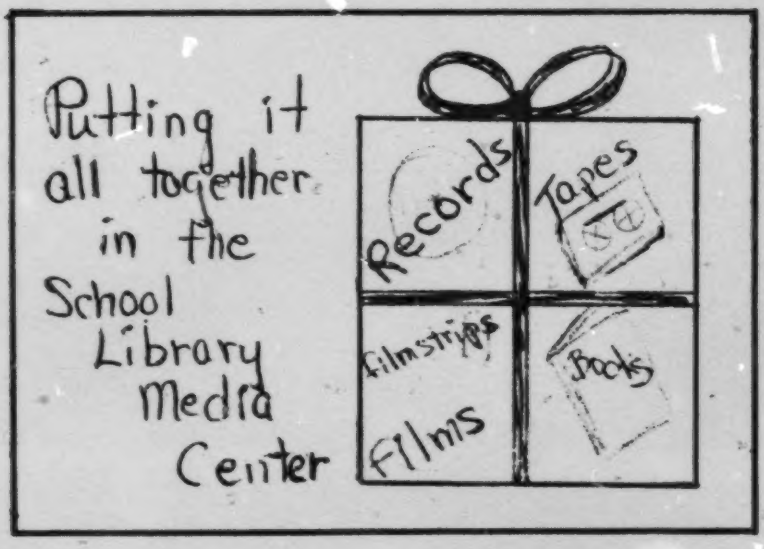
12. Make dioramas of scenes from books, shoebox size or life size.

13. Let students make book covers for those old ragged looking favorites, or posters on their favorites. Need some poster ideas? Try the ones below.

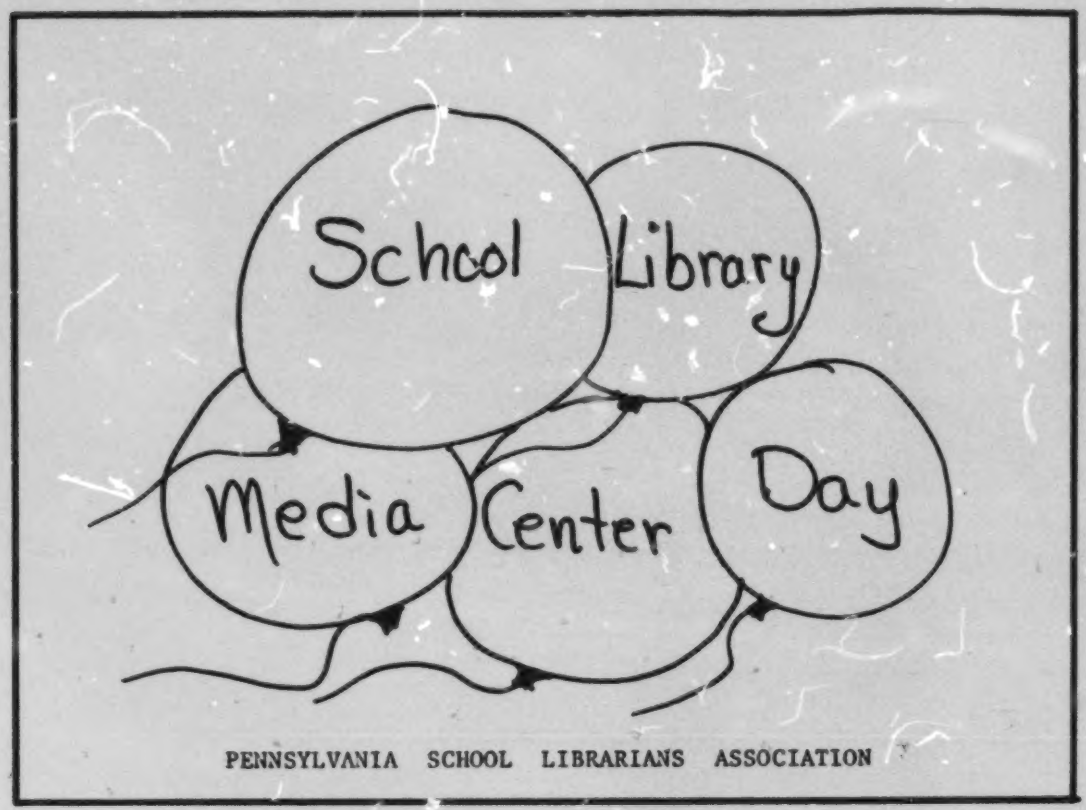


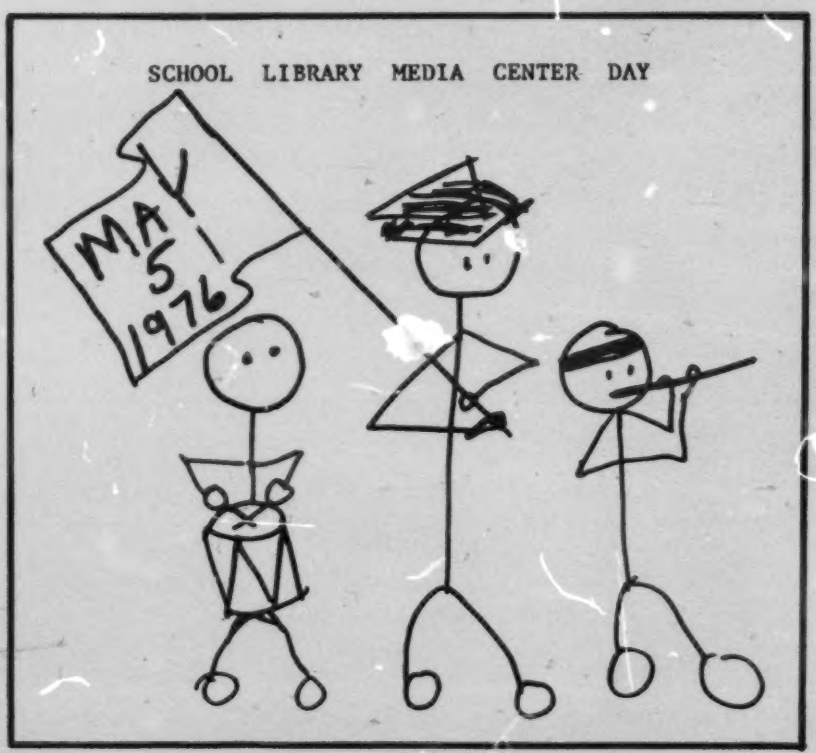
Yellow poster board, black question mark, black lettering.

White poster board. Horn painted with tempera. Confettie and streamers glued. Letters in bright red.



Light background. Outline package with another color. Use black lettering on the material replicas. Cover with clear plastic and tie up the package with brightly colored yarn. Caption can be done in plastic or cut out letters.





Stick figures can be substituted for the real thing; the idea is a caricature of the Spirit of '76. Instead of the American flag, have the important SLMC Day date on it. In red, white and blue, this is a very good blend with the Bicentennial.

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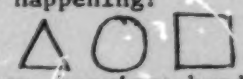
LESSON PLANS

These plans are adaptable to the size of the library, the materials available, and the librarian's personality. Have a happy happening!

1. Kindergarten: "The Ways We Learn" (20 min.) 
   Discuss three ways of learning (eyes, seeing; ears, hearing; hands, touching). Using brightly colored cut-outs, explain that each shape stands for a way of learning (triangles, seeing; circles, hearing; squares, touching). Have children identify objects in the library according to the way we learn from them by attaching the correct shape with a piece of masking tape (records, pictures, etc.). Emphasize the fact that School Library Media Centers contain many ways to learn.

2. 1st Grade: "It's No Puzzle To Me" (20 min.)
   Have large wooden puzzles made (instructions below) of phonograph, tape player, movie projector, etc. Give each child a piece of a puzzle, and have her/him put the puzzles together on the floor, remaining with his/her group's puzzle. When completed, the group must identify the object aloud and find its counterpart in the library. Finally, show materials such as tapes, records, filmstrips, etc. and have class tell which goes where. Conclude with the point that School Library Media Centers contain many ways of learning and many years of enjoyment.

   Puzzle Instructions: 6 plywood squares 24" x 36". Paint each a different color using bright enamel. With constrasting color, paint outline of a piece of media equipment being sure to include a book on one. Spray with a plastic covering or shellac. Have the shop cut each panel into 6 pieces.

3. 2nd Grade: "Let's Play Library" (25 min.)
   Depending on the size of the class, divide into 4 or 5 groups. Give each group a card on which a role situation is projected. After explaining that each group is going to "play library" for the class, give them time to plan and discuss their roles. Each group then acts out the situation in 3 or 4 minutes.

Example: "Horton Hears a Who" was on TV last night and you have come to the library to find Dr. Seuss stories. Have two people find Dr. Seuss books on the shelves. Have one person find a Dr. Seuss record, but not know how to take care of it. Have another person tell him how to take good care of records. Everyone signs out their library materials at the desk where another person is the librarian who helps everyone.

Other examples might emphasize use and circulation of magazines, use of filmstrip viewer in the library, arrangement of easy and picture books, care of books, or using phonographs and tape players properly. Conclude with the point that the School Library Media Center has something for everyone. Each user is responsible for the materials he borrows so that all can benefit.

4. 3rd Grade: "The Way to Fun and Learning" (30 min.)
Explain and discuss the term "way." Use words such as path, sidewalk, trail, map, diagram, instructions, etc. Explain that some people understand things better when presented in different ways, as reading, looking at pictures or hearing, though different ideas and understandings can be gained from each "way." Show different media representing the same subject, and demonstrate use of each. To conclude, have children lay "stepping stones" showing the way to fun and learning.

Stepping Stones: Make oaktag stepping stones, outlined to resemble flagstone. Label each stone with a different medium of perception. Have children lay a path. End of path marked with two faces - a smiley one (fun) and one with a graduation cap (learning).

5. 4th Grade: "On Safari" (35 min.)
(This one is guaranteed to make a shambles of the Media Center. The clever librarian will cope!)

Give each child a paper with the name of an animal. Discuss the word "media," its meaning, ramifications in learning, library holdings, etc. Then tell about a "safari," a hunt for animals. Have each child hunt for his animal and bring back as many from various media as he can find. "Example: Lion - nonfiction book, story, vertical file pamphlet, picture, study print, filmstrip, etc.). However, children may capture only one item in each medium. If more than one animal appears in a medium (Example: "True Book of Farm Animals"), other children may copy down the title on a card from the person who found it first. A fun addition is to use striped paper bags (cages) in which to collect the captured animals. Use a time limit (15 min.); signal the end of the "safari"; assemble the children and have the hunters show their "bag" to the group (everything is open to capture - magazines, records, tapes, realia, filmstrips, etc.). Use the last five minutes to have children return materials to their original place, or be prepared to shelve them yourselves. (Maybe you could find a lot of student helpers).

6. 5th & 6th Grades: "A Happening" (45 min.)

Set up eight or ten centers around the library. Let students progress from one to another at ten minute intervals. Keep groups small - three or fours.

Center Ideas:

A. Jigsaw puzzle. "Aren't You Glad You Can Read" available from Upstairs.
B. Educational game such as Avalon Hill's "Gettysburg" or "C&O/B&O".
C. Listening post for a ten minute story on tape or record.
D. Slide/tape show using either commercial or locally produced material.
E. Tape recorder. Have students tape comments on School Library Media Center Day, the media center, suggestions for activities and/or programs, recommendations for purchase, etc. Stipulation - content must concern library, and name and grade must be given.
F. Make a mosaic. Using an outline of a slogan or motto on oak tag or bristol board, make a mosaic by cutting old book jackets into small pieces, gluing them onto the outline. Finished product can be used in the Media Center.
G. "Decmo," a Dewey Decimal bingo game from Scott Foresman, or make it yourself.
H. "In the Jug" type "Wonder Questions: from the New World of Knowledge on slips of paper. Put 30 or more in a container; have students shake it, close their eyes and pull a question. With answers found in the Encyclopedia, three correct ones win a prize. Answers should be written, including volume and page. Prizes should be small - pencils with library logo, library buttons, etc.
I. Authors (card game.)
J. Loop projector and "hip" screen with several loops on various subjects.

Each center should be attractively arranged and labeled. Instructions should be clear and concise. The number and kinds of centers is limited only by space, certainly not the librarian's imagination! Centers should be devised around photography, transparency making, a browsing corner (books only), scrapbooks, maps, riddles and puzzles (as from magazines), realia kits (make tapes explaining them), etc. Children will complain there wasn't enough time to do everything and beg for more time to come back again. You will graciously consent to keep the library/media center open all the rest of the year, just for them!

7. Puppets

Various types of puppets may be used. Children can make their own stage out of boxes or even one using their own tables and a sheet or paper. The following are different kinds of puppets which can be simply made. Materials are only suggestions; a little imagination plus different materials will make wonderful puppets.

A. Paper Bag Puppets - paper bags, paints, crayons, sticks, rubber band.
   a. Draw face with either paint or crayon.
   b. Place bag over hand and use rubber band to fasten it on.
   c. Use wrist movement for "animating puppets".

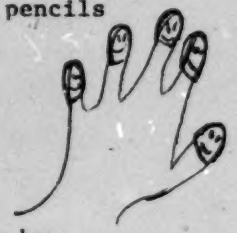
B. Stick Puppets - pieces of stick, paint or crayons, staplers or other types of fasteners, cardboard.
   a. Make characters from cardboard.
   b. Use paint or crayon to decorate characters.
   c. Fasten character to stick.

C. Finger Puppets - cardboard, paints or crayons, pieces of cloth, yarn, rubber band.

a. Cut character's form out of cardboard.
b. Paint in face and hands, etc.
c. Dress character up, using cloth or paper for clothes. Use yarn for hair of character.
d. Use rubber band to fasten puppet on hand. (Puppets can be made so that child's fingers can be used as the character's legs).

D. Shadow Puppets - cardboard, wire, cellophane paper.
a. Make character of cardboard.
b. Cut out eyes and mouth and use cellophane over these spots.
c. Place wire on it for manipulating purposes.
d, In using these puppets, use a screen made of white material. Place screen in position where sunlight is coming in from the back.

E. Peanut puppets
Break five peanut shells in half so that they can be slipped over the tips of fingers. With colored crayons or pencils the little faces may be drawn in. The puppets are given names of characters of a book. The teacher can tell a story and stop at the spot that would really get some of the children interested enough to read the rest of the story. (Children may also do this).



F. The Talker
For a small group of children the teacher may begin by telling a story to the children with the characters speaking by way of the movement of our hands. This may be done by drawing a face on the side of the hand and thumb. Lipstick is used to make the mouth on the side of the thumb and at the bottom of the forefinger. A heavy black pencil is used to draw the eyes, eyebrows, and nose.

Moving the thumb up and down will make the characters look exactly as if the lower jaw was jabbering away. The teacher will do the talking and keep the finger movement in time to spoken words.

Teacher may ask children to cite books that they have already read or to read books that they think can be presented to the class through this means.

8. Movie Roll
Presenting a story by use of a roll is good. The children can draw the different parts of the stories on sheets of paper which can later be pasted up in order and presented as a movie with one of the pupils or a group of children narrating.

9. Flannel Board
A. For presenting stories - pupils can make characters out of paper and color them. Place a small piece of sandpaper on the back so that the picture will stick to the flannel board. Some students can "operate" the characters while others narrate the story.

B. Present the main characters and leave them on the board for the children to see; in this way children may be interested in finding out about the characters.

10. Recording
Stimulate the children to read books by playing a recording. Example: A recording by Rossini, William Tell Overture, will interest children to read a story like The Apple and the Arrow. After the children have heard recordings, many may want to read and get more information than what the recording has given to them. You can then present books that are related to the recording.

11. Stimulating the child to read
In stimulating children to read, the home situation must be one conductive to good reading habits. There should be some means by which the child would have easy access to books. The school is another important agent. The teacher should be one interested in reading and show that reading is fun. The school library should be one with good, interesting books; a classroom library would also help. Besides these big agents in stimulating children to read, a teacher can use various methods in making books come alive for the children.

They may first be presented by the teacher to the class or be presented by the students themselves.

12. Erroneous History
The following is a strange account of events in and around Boston during the eventful years 1770-1776. Somehow, people, places, and events have become mixed up, and it is not as accurate as it might be. In fact, there are thirteen errors. On a piece of paper number one to thirteen and write down each mistake you spot. (For the convenience of the teacher, the errors are numbered).

The year 1770 was far from a year of peace and quiet in the town of Boston. British troops filled the streets, sent there to maintain peace amidst the growing discontent the colonists evidenced against the restrictions of British rule. In March of that year, a mob set upon the English troops. The Tragedy that ensued became known as the Boston Massacre, and the mourning for the thousands (1) that died there fanned the flames of hatred between the two countries.

There was no vengeful bloodshed after the Massacre, thanks to the calming influence of Sam Adams (2) who, along with Josiah Quincy, handled the legal defense of the British soldiers accused of the shooting.

Settling one incident only gave a breathing space until another occurred, however. The revolutionaries among the colonists were determined to be independent. When Parliament passed the Tea Act of 1773, decreeing that tea should be the national drink of the British colonies (3), the patriots were irate. When British ships loaded with tea arrived, they were not permitted to unload. Instead, a group of one hundred and fifty patriots disguised as Indians muttered the password, "Me drink coffee!" (4) boarded the ships, and threw all the

tea in Boston Harbor. In the process, they took possession of the rest of the cargo, took seventy members of the crews prisoner, and burned the ships to the water in the first major confrontation of the war (5).

As more incidents occurred and feelings grew stronger, the need for unity among the colonies became obvious. Almost simultaneously, calls for a general congress made up of representatives of the various colonies went out from New York, Rhode Island, Virginia, Massachusetts, and Ohio (6). The First Continental Congress met in Boston (7) on September 5, 1774.

The tone of the decisions reached by the Congress was one of complete loyalty to the king but insistent that wrongs done the colonies be righted. The objectional Acts must be repealed, and to achieve that end, the colonies would not import any goods from anywhere in the British Empire.

Even before he heard the actions of the Congress, England's King Henry III (8) resolved that the colonies must submit or be conquered. Efforts of conciliation from both sides followed but failed.

In April 1775, British General Gage, seeking military stores, sent troops secretly to Lexington and Concord, but his plans became known when William Dawes and Paul Revere rode through the countryside and alerted the patriots. Minutemen resisted the British at Lexington and Concord, forcing their retreat to Yorktown (9).

The Second Continental Congress opened in May of that year, with Benjamin Franklin as president (10). Among the first order of business was the appointment of a general of all Continental forces, and the unanimous choice was George Washington.

Born in England (11) and with strong British sympathies, Washington nontheless believed firmly in the cause of independence and accepted the command. When the Declaration of Independence was drafted by Thomas Paine (12) and signed by the members of the Second Continental Congress, his signature was the largest and fanciest - so the king could see it clearly without his glasses (13). When a loyal subject such as George Washington believed in his cause so strongly, the outcome of the revolution was inevitable.

Corrections:

A. If you accept this sweeping statement, you overestimate the population of the colonies. The mob consisted of about sixty rioters who attacked a squad of ten soldiers. Three of the crowd were killed and eight wounded. The rioters provoked the incident, but propagandists used it to stir up anti-British feeling.

B. John Adams, later to be the second President of the United States. Samuel Adams, also a Harvard lawyer, was far more interested in stirring up the British-American animosity than in smoothing it over.

20

C. Actually, there was little in the Tea Act to cause the passion it did. Aimed at saving the East India Company from bankruptcy, the Tea Act permitted the company to ship its tea directly to America and sell it to the colonists, rather than shipping it to England first to be auctioned to tea merchants who would then send it to the colonies. The three pennies a pound tax established by the Townshend Act of 1767 remained and became the focal point of colonial objections, but the real objection was economic. Colonial tea merchants would be hurt by the competition of the cheaper tea, and if Parliament extended such privileges to other businesses, the colonial economy would suffer.
D. The password was "Me know you."
E. Actually, it was a comparatively peaceful escapade. The one hundred fifty "Indians" threw some $50,000 worth of tea into Boston Harbor and then departed in an orderly fashion without disturbing anything else.
F. All correct but Ohio, which at that time was a part of the great Northwest Territory.
G. Philadelphia, not Boston
H. George III, of course.
I. Since Yorktown is in Virginia, that would have been some retreat. It was Boston.
J. Peyton Randolph was elected president but resigned when the Virginia Assembly, of which he was speaker, was called into session. John Hancock was elected to take his place.
K. Washington was born in Virginia.
L. Thomas Jefferson drafted the Declaration of Independence.
M. John Hancock was the one who signed with such a large flourish.

13. Just for fun
A. Make a twelve-question true-false quiz covering some area of American history. Exchange quizzes and see if you can "pass" the one you receive.
B. In fifteen minutes or so, choose any period or event in American history and write your own erroneous history. Read it aloud and see if your classmates can catch all the mistakes.
C. Make a crossword puzzle using only names and places prominent in American history.
D. Divide into small groups of four or five. Select an incident from American history, and after a short planning session, act it out for the rest of the class. Don't announce your subject-let them guess.

14. To find out more
A. Andres, Wayne, ed. Concise Dictionary of American History, New York: Scribner, 1962
B. Barck, Oscar T., and Hugh T. Lefler. Colonial America, 2nd ed. New York: Macmillan, 1968
C. Lacy, Dan. Meaning of the American Revolution. New York: New American Library, 1964
D. Lancaster, Bruce. American Heritage History of the American Revolution New York: McGraw-Hill, 1971.
E. Morris, Richard B. American Revolution, 1763-1783. New York: Harper, 1971.

Pennsylvania School Librarians Association

CONTESTS AND RULES

1. School Library Media Center Day Essay. Give either a general or a specific subject with judging as follows: 50% for contents; 20% for originality; 10% for grammar; 10% for spelling; and 10% for neatness. Cover sheet should contain the following: title of essay; student's name, address and class; and name of the school. These should then be marked in some manner, as by number, and removed from the essay before judging. A deadline date should be set with a limit on number of words.

2. A lucky book contest may be held where the student who selects and signs out the book or material selected by the librarian for the day wins a prize, such as an apple, a papberback dictionary or a flair pen.

3. Play the game of twenty questions with books. Examples: What boy started a doughnut machine he could not stop? (Homer Price); What little boy's nose became longer because he told a lie? (Pinocchio); What was the name of Dr. Dolittle's dog? (Jip); and What kind of an animal is Babar? (Elephant)

4. Make up a list of scrambled book titles. Here are some starters:

TARBIB	RABBIT HILL
HET NMSOOEUR GEG	THE ENORMOUS EGG
RYMA ONPPISP	MARY POPPINS
NGKI FO ETH IDWN	KING OF THE WIND
RM ROPEPPS NNSIGEPU	MR POPPER'S PENGUINS
SLAETHCROT EBW	CHARLOTTE'S WEB

Questions could be made by a reading group, a library club or any group of students. Contest may be within a class, between different classes or between two different groups in different rooms.

5. Stage an election for the most favorite book. Have students hand in ballots by class with the favorite title and their favorite author if they have one. Tabulation should be prompt with running totals given occasionally to get everyone excited - and to get those nonvoters to rush to the library to cast their vote. Voting may also be done in an English class or in conjunction with a literature group or library science class.

6. Make book maps, indicating by name or sketch regional characters. See who can name the most varied names or titles from different countries, or the most from one area, as from one state or one country.

7. Write letters to favorite authors or personalities asking them their favorite books and authors. See who can write the most, or who has the most returned with answers. Make a bulletin board or large display with the answers for SLMC Day.

8. Have students make their own books with a cover, title page, copyright date, dedications, illustrations, etc., for their own stories.

9. Write a story using book titles. See who finds the greatest number. Here is an example:

One morning in Maine, Mr. Revere and I decided to go with Homer Price and his father to visit Mrs. Piggle Wiggle's farm. We didn't know how we were all going to get in his funny looking car called Chitty Chitty Bang Bang, but it was not too small after all.

"Look out the window," called Homer. "There's a fawn in the woods."

Father rounded the corner and headed down, down the mountain.

"When we were very young there used to be bears on Hemlock Mountain," said Mr. Revere. "I can remember when Miss Hickory saw the biggest bear - she ran into Mike's house and took the matchlock gun and made the loudest noise in the world."

Then we saw the little house in the distance. It was a very special house - for when the peculiar Miss Pickett cleans, there's no funny business. The first animals to greet us were millions of cats, Champ, the gallant collie, Petunia, the goose, and Marshmallow, the rabbit.

We went to the barnyard where Henry Huggins was examining the enormous egg. "Unless Horton hatches the egg, we're going to have scramble eggs supper," he said.

Henry showed us Walter the lazy mouse and the black stallion. Above the door in the wall hung Charlotte's web.

All too soon it was time to go home. As we started up a road slowly I called to my friends, "Come to the city soon. I wish I were a farmer boy."

10. Don't stop with these suggestions - be creative and come up with some of your own.

11. Hold a lottery. Cut two sets of small tickets from scrap paper and number duplicate sets. When students sign out anything, give them a number and put the duplicate in a box. Have a random student draw the winning number toward the end of the day and announce that number over the intercom system. Give an interesting prize (such as money if you have a petty cash drawer) or different prizes if you have several or three winners.

12. An interesting contest is to post questions on a bulletin board or window near the entrance of the library. Written answers may be submitted in a closed box at the circulation desk, making sure that names are included. The most nearly correct answers at the end of the day can be rewarded by reading the name over the loudspeaker and awarding a prize. Sample questions: 1. How many new books have been added to the library collection since school began this year? 2. How many people came to the library yesterday? 3. How many magazines does the library receive? etc.

13. Hold a poster contest with a SLMC Day theme or related subject. The following are examples of rules:
    A. Use poster board or heavy paper, colored or white.
    B. Poster must be no smaller than 18" x 24".
    C. Materials used must be durable, but not necessarily waterproof.
    D. Spelling must be correct.
    E. Poster must be submitted flat - not rolled or folded.
    F. Student's name, homeroom and grade must be on the back.
    G. Poster must be turned in by correct date.

    Judging could be done percentagely as follows: 20% for appropriateness of design; 10% for uniqueness of design; 10% for effectiveness of design; 10% for effective use of color; 10% for neatness; 10% for spelling; 10% for originality of design; 10% for effective use of lettering; and 10% for neatness of lettering.

Pennsylvania School Librarians Association

GAMES AND PUZZLES

1. As each student finishes a book, she can write a sentence or two about it on one side of a paper block. (This can be made out of construction paper.) When all six sides of the block are filled, they can be used to build a pyramid or in games.

2. Make a booktree from branches, cans, sand and stones brought to school by the students. Make little book jackets out of construction paper. Tie string around the top corner through a small hole in the top and hang it on the tree. Then have different groups play a game of seeing who can fill their tree first; or have trees filled according to last names of authors, such as tree A - M and tree N - Z; or fiction and nonfiction.

3. Have students write titles of books never written. Here is a list of examples for starters:

Prehistoric Times	by Dina Sorr	Monster	by Frank N. Stein
What's in a Year	by Cal N. Derr	Candy Bar	by O. Henry
Stuffed Animals	by Ted E. Bear	Dog Bites	by Ray Bees
Clean Your Floors	by A. Jacks	Sandals	by Seymore Feet
Setting Hair	by Bobby Pins	Hot Dogs	by Frank Furter
Something You Should Always Do	by I. O. Bay	Not in Debt	by Bill Paid
		Coffee	by Maxwell House

4. Some literary characterizations have been so vivid that they have almost taken a place in history. On the other hand, some real people have lived such legendary lives that they seem almost fictional. Can you identify the following men and explain if they are fact or fiction?

A. Paul Revere	E. Mark Twain	I. Alexander the Great
B. King Arthur	F. Robin Hood	J. Johnny Appleseed
C. Paul Bunyan	G. Mike Fink	K. Sherlock Holmes
D. Lloyd George	H. Marco Polo	L. Ivan the Terrible

Here are the answers:

A. Revere was fact, a silversmith and patriot in the American Revolution.

B. King Arthur was fiction, the legendary King of Britain who presided over the Round Table.

C. Bunyan was fiction, a tall tale hero of early American fiction.

D. George was fact. He was the Prime Minister of Great Britain during World War I.

E. Twain (Samuel Clemens) was fact, American humorist and author.

F. Robin Hood was a legendary charitable bandit of Sherwood Forest.
G. Fink, though based on a real person, had so many tall tales and legends built around his career as a keelboatman that he must be considered fiction.
H. Polo was fact. He was a Venetian who traveled through most of Asia in the thirteenth and fourteenth centuries.
I. Alexander the Great (356 - 323 B. C.) was fact. He was King of Macedonia and considered a military genius for his conquests of Egypt, Greece and the Middle East.
J. Johnny Appleseed (John Chapman) was fact. One of the original ecologists, he walked over the American countryside planting apple seeds.
K. Holmes was the fictional detective to whom the solutions to tangled problems were "Elementary, my dear Watson." He was created by Sir Arthur Conan Doyle.
L. Ivan the Terrible was fact. He was a Russian Tsar who became noted mostly for brutality and tyranny.

5. Shakespeare or the Bible? Perhaps the most often quoted works in the English language are plays of William Shakespeare and the King James version of the Bible. In many instances, there is a similarity of tone, philosophy and expression that causes confusion between the two. Can you tell which of these quotes are from the Bible and which are from the plays of Shakespeare?
   A. When the lion fawns upon the lamb,
      The lamb will never cease to follow him.
      (Shakespeare. King Henry VI, Part III, act IV, sc. 8, line 49)
   B. The wolf also shall dwell with the lamb, and the leopard shall lie down with the kid. (The Bible. Isaiah XI: 6)
   C. How forcible are right words! (The Bible. Job VI: 25)
   D. For dust thou art, and unto dust thou return. (The Bible. Genesis III: 19)
   E. Misery aquaints a man with strange bedfellows. (Shakespeare. The Tempest, act II, sc. 2, line 42)
   F. O brave new world,
      That has such people in't!
      (Shakespeare. The Tempest, act V, sc. 1, line 183)
   G. To everything there is a season, and a time to every purpose under the heaven. (The Bible. Ecclesiastics III: 1)
   H. There's a time for all things. (Shakespeare. A Comedy of Errors, act II, sc. 2, line 67)
   I. Written with a pen of iron, and with the point of a diamond. (The Bible. Jeremiah XVII: 1)

6. Play the who invented what game by listing the names of people who invented many of the things we use every day. Make another list of the inventions themselves. See who can connect the correct answers by using library materials to do their research. You may want to set a time limit or make up specific rules about which materials may be used.

7. Play a game similar to a spelling bee, but use authors and titles, or even characters. Another variation would be to play the fiction or nonfiction game.

SCHOOL LIBRARY MEDIA CENTER DAY PUZZLE (EASY)

Circle the words from left to right in the puzzle below.

E N C Y C L O P E D I A S P O S T E R S

T J C H A R T S T O S L I D E S T N O D

L I F E T O A T L A S N O D T A P E S A

T Y N O N F I C T I O N T U V W Y Z X B

D I C T I O N A R I E S A B L E R N I C

N I C E T S C H O O L I C L A S S I C S

F R I E N D S X L I B R A R Y X S O J D

W O R K E R M E D I A O N P I C T U R E

A R E A D I N G X C E N T E R I N P K E

T O D A Y X X D A Y A P A P E R B A C K

F A I R Y T A L E S S O M E F U N Q L F

F U N M A G A Z I N E S X P E O P L E G

B O O K S F I L M S T R I P R C A N H

L O T S X R E C O R D S T O E I D E A S

A U D I O V I S U A L Y E S N X O Y A T

A T M A T E R I A L S A F A C T S S U N

F I C T I O N X Y M O B I L E S S A N D

SCHOOL LIBRARY MEDIA CENTER DAY PUZZLE (MEDIUM)

Circle the words from left to right and top to bottom.

V G Y R E A D I N G C H A R T S M F U N
O U E B N F A I R H I S T O R Y A A R T
L I A I C I D E A S O R A F I C T I O N
U D R O Y L O U F R I E N D S O E R M O
M E B G C M I N D E X F I I T P R Y I N
E M O R L S C H O O L E F A O Y I T C F
W O O A O T O H L I B R A R Y X A A R I
P B K P P R M E D I A E C P O M L L O C
A I N H E I I A R C E N T E R A S E F T
P L A Y D P C D A Y X C S O B G W S I I
E E M A I F U N U E P E E P R A M P L O
R S E M A S L I D E S V L L O Z O O M N
B O O K S I E T I K L I F E W I T S U O
A T L A S R E C O R D S H I N N H T M T
C A R D C A T A L O G U T A P E S E B I
K L A N D I C T I O N A R I E S I R L C
S P I C T U R E P M C L A S S I C S E E

ATLAS
AUDIO VISUAL
BIOGRAPHY
BOOKS
CARD CATALOG
CENTER
CHARTS
COMIC
CLASSICS
DAY
DICTIONARIES
ENCYCLOPEDIA
FACTS
FAIR
FAIRY TALES
FICTION
FILMSTRIP
FRIENDS
FUN
GUIDE
HISTORY
IDEAS
INDEX
LIBRARY
LIFE
MAGAZINES
MATERIALS
MEDIA
MICROFILM
MOBILES
NAME
NONFICTION
NOTICE
PAPERBACK
PEOPLE
PLAY
PICTURE
POSTERS
READING
RECORDS
REFERENCE
RESEARCH
ROOM
SCHOOL
SLIDES
TAPES
VOLUME
YEARBOOK

SCHOOL LIBRARY MEDIA CENTER DAY PUZZLE (hard)

Circle words across, backwards, up and down and diagonally.
Cross off words used from the list at the bottom of the page.

S T A M A G A Z I N E S V O L U M E O T
T C H E E R S I N S U S P E N S E N D S
R A H A U D I O V I S U A L E I P I I E
E L P O E P I Y R O T S C I S S A L C T
A L O U O T A A O S I G N D T I P N T I
D N E D C L A W C R N S U E F R E O I M
I U M I P I L H K E N A U A G R R N O I
N M F I N D A I S C N L C S E N B F N N
G B I P O R R K B O A T A F T U A I A G
D E L O T A P E S R S A E O Y F C C R R
A R M S L I D E S D A R R R A R K T I E
T I S T A B O O K S O R A T D I S I E S
E N T E A I D E P O L C Y C N E T O S E
D D R R M I C R O F I L M I X N R N T A
U E I S C A R D C A T A L O G D O V E R
E X P C T I X M A T E R I A L S N O O C
A U T O B I O G R A P H Y T H I N K X H

ATLAS
AUDIO VISUAL
AUTOBIOGRAPHY
BOOKS
CALL NUMBER
CARD CATALOG
CENTER
CHARTS
CHEER
CLASSICS
DATE DUE
DAY
DICTIONARIES
ENCYCLOPEDIA
FACTS
FICTION
FILMSTRIP
FUN
IDEAS
INDEX
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MATERIALS
MEDIA
MICROFILM
NONFICTION
PAPERBACKS
PEOPLE
PLAY
POEM
POSTERS
READING
RECORDS
REFERENCE
RESEARCH
SCHOOL
SIGN
SLIDES
STORY
SUSPENSE
TAPES
THINK
VOLUME

psla Pennsylvania School Librarians Association

MOTTO AND SLOGAN IDEAS

It may be easier to plan effective publicity with a theme or slogan to build around. Suggestions:

Libraries are for today

Librarians - Yesterday, today, tomorrow

Librarian: Person for all reasons

The Answer person

Librarians - Involved in education

Librarian - Integrater of ideas

Librarians are teachers

The idea pusher

Get high on Libraries

Pennsylvania School Librarians Association

FREE MATERIALS AND SOURCES

You may want some "freebies" around to give away. Here are a few ideas.

1. Have something to give-away or sell - for a nominal fee. For example: Buy plain shopping bags and have them imprinted with a SLMC Day logo or slogan. This can be done by having a large rubber stamp made, or making a stencil and letting students decorate the bags.

2. Bookmarks: Prepare bookmarks listing the variety of services, equipment available, etc. in your library center in an eye-catching format. Have them printed by a school print shop, donated by local printer, or handmade by students.

3. Giveaways: Buy in quantity or have reproduced the latest ALA booklets: Best Books for Young Adults, for secondary schools and similarly for elementary schools, Notable Books for Children. Distribute these to visitors, particularly parents. Arrange to have as many as possible on display with appropriate signs.

4. Historic Adirondacks: Discover, settlement, battles, campaigns of the thirteen counties that make-up the Adirondack region. Single copies from Adirondack Park Association, Adirondack, N.Y. 12808.

5. Alexander Graham Bell: 17 page brochure about Alexander Graham Bell from American Telephone and Telegraph Co., contact any local Bell System telephone business office.

6. Lincoln's Gettysburg Address: Limit 50 copies. Request must be written on official stationery. Write to Barre Granite Association, 51 Church Street, Barre, Vermont 05641.

7. Our Flag: This leaflet contains illustrations of important flags in early American history. Limit of three copies from Dettra Flag Co., Inc., Oaks, PA 19456.

8. Greek Mythology--The Gods and Goddesses: This leaflet gives a brief story on 29 of these gods and goddesses. Available in single copies from Embassy of Greece, Press and Information Office, 2211 Massachusetts Avenue, N.W., Washington, D.C. 20036.

9. American Indians Today: Limit of 10 copies from Indian Rights Association, 1505 Race Street, Philadelphia, PA 19102.

10. Fundamental Facts About United States Money: Classroom quantities are available. Sixteen pages, write to Federal Reserve Bank of Atlanta, Research Department, Federal Reserve Station, Atlanta, Georgia 30303.

11. Fort Ticonderoga History Book: A prepared history of Fort Ticonderoga and the Champlain Valley. 116 papes. Single copies. Request must be written on official stationery to Fort Ticonderoga, P.O. Box 390, Ticonderoga, New York 12883.

12. Warren Gamaliel Harding: This eight page leaflet tells of the life and history of President Harding. Available to professional staff only if requested on official stationery. Write to Harding Home and Museum, 380 Mt. Vernon Avenue, Marion, Ohio 43302.

13. Newsletter: Resources for Youth: A quarterly publication which describes outstanding projects in which young people have significant responsibilities in such areas as environmental protection, child care, health care, educational policy, etc. free from National Commission on Resources for Youth, 36 West 44th St., Rm. 1314, New York, NY 10036.

14. New Mexico Indian Reservations and Pueblos: Single copies available to teachers and librarians if requested on official stationery. Write to Inter-Tribal Indian Ceremonial Associated, P.O. Box 1029, Gallup, New Mexico 87301.

15. Field Trip - Bicentennial: Groups up to 100 can tour the Fort Pitt Museum and see a 20 min. film called FORT PITT: POINT OF DECISION. The film shows early Pittsburgh and the historical events surrounding the fort. Reservations can be made by calling Mrs. Elizabeth Hood at the Museum 412 281-9284. There is no charge for groups. The hours are Tuesday - Saturday - 9:30-4:30 and Sunday 12:00-4:30.

16. The following are all available from the John Hancock Mutual Life Insurance Co. Requests must be on official stationery. Limit of 20 copies: The Story of the Pilgrims: Presidents of the United States: Abraham Lincoln: Constitution of the United States: Declaration of Independence: Flag of the United States of America: George Washington: John Hancock: Patriotic Songs of America: Robert E. Lee: Write to John Hancock Mutual Life Insurance Co., Miss Martha L. Stanley, Community Relations Department, B-22, 200 Berkeley Street, Boston, Massachusetts 02117.

17. Abraham Lincoln, An Exhibition: Limit of 50 copies. The Declaration of Independence: Limit of 50 copies. Some Facts About The Library of Congress: Limit of 30 copies. Write to Library of Congress, Information Office, Washington, D.C. 20540.

18. Letters From The Wayside Inn: Single copies are free from Longfellow's Wayside Inn, Wayside Inn Road, (Route 20), Sudbury, Mass. 01776.

19. Maritime School Kit: Kit of materials relating to the Merchant Marine. Single copies from Maritime Administration, Office of Public Affairs, Washington, D.C. 20230.

20. Our Flag, How To Honor It, How To Display It: This pamphlet tells how to give the flag its deserved respect and how to display it. Classroom quantities from Mack Trucks, Inc., Public Relations Dept., Box M, Allentown, PA 18105.

21. Human Information History Sheets: Constructing a Model Plains Tipi #3: Introduction to North American Indians and Eskimos #4: Pemican #7: The Tipi #5: Ukranian Woodcarving #1. Write to Manitoba Museum of Man and Nature, Education Office, 190 Rupert Office, Winnipeg, Manitoba R3B ON2, Canada.

22. AV Planner: "What's New in Audio-Visual Equipment" an idea-filled planner for A-V directors. Describes dozens of ways to get more use from your present AV equipment and software. Write for planning guide - E 155, H. Wilson Corp., 555 West Taft Drive, South Holland, Ill. 60473.

23. Marie Curie: Louis Pasteur and the Germ Theory of Disease: Walter Reed: Florence Nightingale from Metropolitan Life Insurance Co., Health and Welfare Division, One Madison Ave., New York, NY 10010.

24. Mississippi . . . History, Heritage, Hospitality: Available in classroom quantities from Mississippi Agricultural & Industrial Board, Travel and Tourism Dept., P.O. Box 571, Jackson, Mississippi 39205.

25. Videotape: "Everything You Want to Know About Videotape" a 20 page booklet covering video techniques and services from MPCS Communications Industries, Dept. SNK, 424 W. 49th Street, New York, NY 10019.

26. Historical Heart of Mississippi: Limit of 50 copies from Mississippi State Dept. of Archives and History, P.O. Box 571, Jackson, Miss. 39205.

27. Code For The National Anthem For The United States Of America: Single copies free from Music Educators National Conference, Publication Sales, 1201 16th Street, N.W., Washington, D.C. 20036.

28. Flags And Coats-Of-Arms Of The American Nations: Single copies from Organization of American States, Department of Information and Public Affairs, 17th and Constitution Avenue, N.W., Washington, D.C. 20006.

29 Historic Properties and Museum Folders: Brown's Mill School - Stevens Blacksmith Shop: Bushy Run Battlefield: Conrad Weiser Park: Cornwall Furnace: David Bradford House: Drake Well Park - Pithole City: 3 copies of each from Pennsylvania Historical Commission, Division of History, Harrisburg, PA 17108.

30. Paul Revere's Ride: Single set of prints for request on official stationery from Revere Copper and Brass, Inc., 605 Third Ave., New York, NY 10016.

31. Short Biography of Stephen Collins Foster: Request must be written on official stationery to Stephen Foster Memorial, White Springs, Florida 32096.

32. Charles A. Lindbergh And The Spirit Of St. Louis: Wright Brothers, The: First Flight Across The Atlantic, The: Single copies are available from Smithsonian Institution, National Air and Space Museum, Library, Washington, D.C. 20560.

33. Glorious 50, The: Colorful presentation of the fascinating stories behind our fifty state flags. Available in small quantities, not to exceed 50 copies from State Mutual Life Insurance Company of America, The Glorious Fifty, 440 Lincoln Street, Worcester, Massachusetts 01605.

34. Magazine: Free copy of Millimeter Magazine...The magazine for and about film and videotape people...communications trade publication geared to and about working pros with a high student and educator readership. Write to William Blacke, Dept. SNK, Millimeter, 139 E. 43rd. Street, New York, NY 10017.

35. Facts About United States Money: Limit of 10 copies per class. Request must be written on official stationery to Treasury Department, Office of Public Affairs, Room 2313, 15th and Pennsylvania Avenue, N.W., Washington, D.C. 20220.

36. Passenger Car License Plates - 1973: Limit of 50 copies from U.S. Department of Transportation, Federal Highway Administration, Office of Public Affairs, 400 7th Street, S.W., Washington, D.C. 20590.

37. Environmental Resources Available...: The Allegheny County Department of Works has free sets of resource books which examine various environmental problems. Topics include: air pollution, solid waste disposal, water pollution and other local environmental problems. K-12 lesson plans concerning the study of mountains, oceans, marine life and conservation; a film on solid waste disposal in Allegheny County, and a slide show on county land filling and transfer stations, are also available. For further information, contact: Ann Arensberg at 355-5380.

38. Coast Guard History CG-213: This booklet presents the story of this organization; 36 pages, illustrated. Available in single copies from U.S. Coast Guard, Commandant - (GAPA/83), 400 Seventh Street, S.W., Washington, D.C. 20590.

39. U.S. Coast Guard And The Civil War: This leaflet tells of the gallant men of the Revenue Marine who fought in the Civil War and how they won for themselves an honored place in our country's history. Single copies from U.S. Coast Guard, Commandant - (GAPA/83), 400 Seventh Street, S.W., Washington, D.C. 20590.

40. Great Seal Of The United States, The: Request on official stationery explaining use. Single copies are available from U.S. Department of State (For Printed Materials), Public Inquiries, Bureau of Public Affairs, Washington, D.C. 20520.

41. How Lucky You Are!!: Ten Short Stories About the Stars and Stripes: Questions And Answers On The United States Flag: Your "Bill Of Rights": Single copies are available free from Veterans of Foreign Wars National Headquarters, VFW Building, 34th and Broadway, Kansas City, MO 64111.

42. George Washington - Pictures Of Little-Known Events: 10 copies available from Washington National Insurance Company, Department 1400, 1630 Chicago Avenue, Evanston, Illinois 60201.

43. Set Of Reproductions: Pictures Of The Life Of George Washington: Limit one set from Washington National Insurance Company, Department 1400, 1630 Chicago Avenue, Evanston, Illinois 60201.

44. Kodak...On Film: Kodak has collected ten interviews with directors like Francis Ford Coppola, William Friedkin, John Korty, John Hancock and others in a free booklet titled...ON FILM. Request a copy from Motion Picture and Audio Visual Markets Division, Eastman Kodak Company, 343 State St., Rochester, NY 14650.

45. Super 8 Game: Basic Filmmaking in 12 Easy Steps: Reprint of the color spread. A Monopoly type game board in which the winner in 12 easy steps becomes a more advance filmmaker. Free from Super 8-Filmmaker, 145 East 49th St., New York, NY 10017. Send a self-addressed envelope, stamped.

46. Free Booklet "Parties In Interest": A how-to-primer to teach local community leaders how to negotiate with TV and radio stations for improved service. Write Rev. Everett C. Parker, Director, Office Of Communications, United Church Of Christ, Dept. SNK, 289 Park Avenue South, New York, NY 10010.

47. Free Booklet On Legal Simulations . . .: The American Bar Association is interested in providing students with a better understanding of the legal system and its processes. A recent publication, Gaming: An Annotated Catalogue Of Law-Related Games And Simulations, offers a listing of more than 125 simulations, as well as a listing of books which discuss these activities as they are applied in the classroom. Single copies of the catalogue are available without charge by writing to Norman Gross, American Bar Association, 1155 East 60th St., Chicago, Illinois 60637.

48. Colonial puppet show workshops are being held throughout Pennsylvania. The Pennsylvania Bicentennial Commission is assisting with the support of the Puppeteers of America who are offering the workshops on puppet construction and show production. For further information on these puppet workshops, contact: Kathryn J. Hawn, 3508 Brookside Drive, Harrisburg, PA 17109.

49. List of Recommended Books "Animal Books For Children": Free from American Humane Association, P.O. Box 1266, Denver, Color. 80201.

50. About 50 Books for the "I Hate To Read-er": From Farrar Straus and Giroux, Director of Library Services, 19 Union Square, W., New York, NY 10003.

51. The Best Records and Books For The School Curriculum: From Children's Music Center, Inc., 5373 W. Peco Boulevard, Los Angeles, Calif. 90019.

Pennsylvania School Librarians Association

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Pennsylvania School Librarians Association

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